DOCUMENT RESUME

ED 044 340 SO 000 340

AUTHOR	Seifman, Eli
TITLE	The History Education Project.
INSTITUTION	State Univ. of New York, Stony Brook.
SPONS AGENCY	American Historical Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE	70
NOTE	8p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.50
DESCRIPTORS	College Teachers, *Curriculum Development, *Curriculum Research, Educational Development, Elementary School Teachers, Graduate Students, *History Instruction, Inservice Teacher Education, Preservice Education, *Projects, Secondary School Teachers, *Teacher Education
IDENTIFIERS	*History Education Project

ABSTRACT

In addition to briefly intoducing the History Education Project (HEP) sponsored by the American Historical Association and Indiana University, and funded by USOE, this report announces the establishment (Spring, 1970) of a regional HEP team at Stony Brook, describes its tentative plan of operation, and solicits assistance from the community. The assistance needed by the team is in generating the "dialogue and interaction" between historians, professional educationists in the universities, and school personnel at all levels. This is the planned first step of all HEP regional teams which are generally composed of university historians, college education specialists, public and private school personnel, and graduate students in history. The Stony Brook team will be concentrating on inservice and preservice education, curriculum development, and basic research. Those wishing to participate are urged to contact the author, Associate Director, Stony Brook HEP, SUNY, Stony Brook, New York 11790. (DJB)

EDO 44340

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE HISTORY EDUCATION PROJECT

Eli Seifman

H.E.P. Occasional Paper No. 1

State University of New York at Stony Brook
1970

SP 000 340

INTRODUCTION

In January of 1969 the History Education Project, jointly sponsored by the American Historical Association and Indiana University, was started with a grant from the United States Office of Education. It is under the national direction of Dr. Eugene L. Asher, professor of history at California State College, Long Beach, and the Associate Director is Phillip L. Mow, of the School of Education, Indiana University. The American Historical Association has established a national Advisory Committee on the History Education Project to serve as the policy making body for H.E.P., act in an advisory capacity to the national director, and prepare the American Historical Association's report to the profession on the state of history education and its possible future.[1]

Broadly, the objective of the History Education Project is:

> promoting more, and more effective, cooperation among professional historians and school personnel for improving the teaching of history in the schools.[2]

A number of regional teams have been established in different parts of the country, concentrating their efforts on seeking ways to improve the quality of history education at all levels from kindergarten through the most advanced graduate level of the universities. Each "team" consists of at least four components: university historians, college or university education specialists, personnel from public and private schools in each region, and graduate students in history.

The underlying assumption of the American Historical Association History Education Project is that:

> the first step toward an improved program of history education is to generate dialogue and interaction between historians, professional educationists in the universities, and school

> personnel at all levels, and that this interaction should preferably take place in the field, so as to identify problems and to educate university personnel about the needs of the schools, and school personnel about the resources and problems of the colleges and universities.[3]

Whenever possible, the regional teams will seek affiliation with other professional organizations (e.g. historical societies and social studies councils), social studies-oriented TTT projects, and other programs related to the improvement of the teaching of history in the schools.[4]

The purpose of this report is threefold: (1) to communicate the fact that such a regional H.E.P. team has been established at the State University of New York at Stony Brook; (2) to describe its tentative plan of operation; (3) to solicit suggestions for ways in which readers of this report would like to see the regional H.E.P. team assist them in generating the "dialogue and interaction"---working toward the improvement of history education in the schools, K-Ph.D.

STONY BROOK H.E.P. TEAM

The Stony Brook History Education Project team was organized toward the end of the Spring 1970 semester. It is under the direction of Dr. Hugh Cleland (Department of History): the associate director is Dr. Eli Seifman (Department of Education). Mr. Richard Dawe, social studies supervisor of the Three Village Central School District and chairman of the social studies department of Ward Melville High School, and Mr. Edward Porter, chairman of the social studies department of Nesaquake Junior High School, Smithtown Central School District, are the team members from the local schools. Professors W. Burghardt Turner and Michael McCarthy, both of the Stony Brook Department of History, are university members. The history graduate student members of the team are currently being recruited, along with an elementary school teacher to complete the K-Ph.D. scope.

Additional members of the Stony Brook faculty (e.g. Dr. William R. Taylor, a member of AHA's national Advisory Committee on H.E.P.), other Long Island school personnel (both teachers and administrators), and professional organizations such as the Long Island Council for the Social Studies have "affiliated" with the Stony Brook H.E.P. team in various ways: co-sponsoring regional surveys of social studies instructional practices; studying ways to revise curricula to meet the needs of special local school situations; participating in a program funded by the National Endowment for the Humanities to develop curriculum materials for a new introductory college freshman course in the study of history;[5] designing conferences of social studies educators; etc. The number of such individuals and organizations seeking affiliation with the Stony Brook H.E.P. is growing, and gives momentum to the "dialogue and interaction."

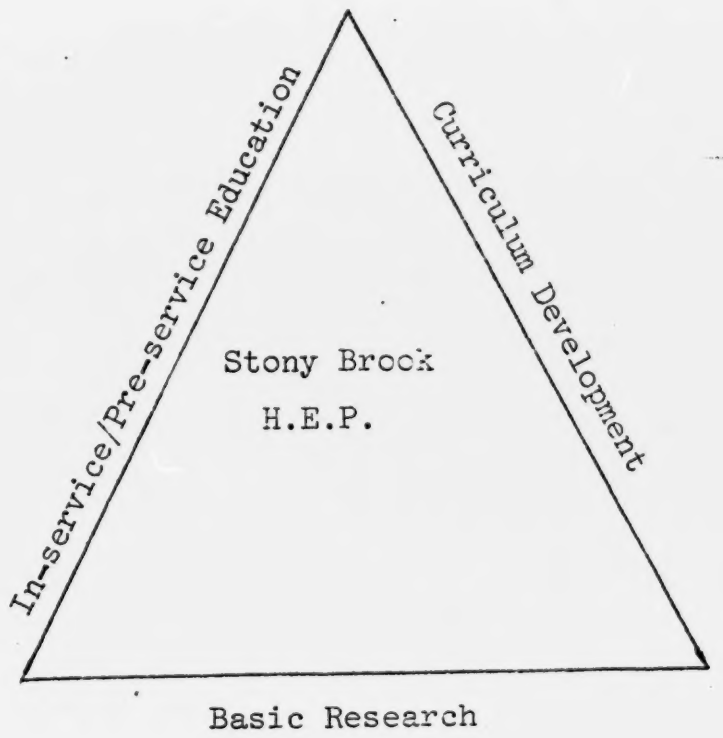
During the Spring and Summer of 1970 members of the Stony Brook team participated in a number of planning and training sessions with other regional teams from different parts of the country, meeting at Dallas, Texas; Bloomington, Indiana; Los Angeles and Long Beach, California. Those meetings were very much like "mini-institutes" in which the participants both studies and designed materials and strategies for the improvement of history education in the schools, colleges, and universities within their regional area.

In micro-teaching sessions conducted by Dr. Eli Seifman, the regional teams actively (and often heatedly) participated in both the "discovery" and "inquiry" approach to working with historical documents.[6] Professor W. Burghardt Turner led a group of black California students in a frank and revealing panel discussion of race relations that not only "told it like it is," but really "shook-up" some of the white observer-participants.[7] Mr. Edward Porter gave a demonstration lesson in the use of the Harvard

Project Social Studies materials on the American Revolution; and using members of the various H.E.P. regional teams, led a lesson playing the social studies simulation game NAPOLI.[8] Various sessions were audio taped and/or video taped. Some of these tapes can be made available upon request from the Stony Brook H.E.P. regional team.

TENTATIVE PLAN OF OPERATION

As a beginning, the Stony Brook H.E.P. has developed a working paper which offers a suggested focus for the team. The plan can be represented in the following diagram:



Briefly, this suggests concentrating on three objectives: (1) in-service and pre-service education; (2) curriculum development; (3) basic research.

The first of these involves a critical analysis of existing elementary, secondary, college, and university history education curricula models (e.g. "What is its theoretical base?" "How is it implemented?" "What are its strenghts and weaknesses?" "What recommendations can be made for its

use---either in whole or in part---in particular school settings?" etc.). The second focus, curriculum development calls for the design, trial, and evaluation of new history education curriculum materials. The third component deals with raising and designing techniques to seek answers to basic research questions concerning the nature of the teaching and learning of history in the schools from kindergarten through the university (e.g. "What is/are the conception or conceptions of history held by elementary, secondary, college and university students and teachers?" "What is the demographic profile of history education programs currently being offered in New York State?"[9] etc.). It should be emphasized that the above is only a "first draft," something to help the team members begin making decisions about selecting activities for the coming year.

AN INVITATION

If the History Education Project is to ever make any contribution toward the improvement of the quality of history education in the schools, it will require the active participation and involvement of those individuals responsible for instruction at all levels from kindergarten through the doctoral degree. This is what the national project director Dr. Asher (quoted earlier) meant when he said that the very first step toward an improved program of history education is to "generate dialogue and interaction."

The possibilities for interaction are many. One such could be to develop a number of local H.E.P. teams throughout New York State, and collaboration in the establishment of a state-wide network of H.E.P. teams "affiliated" with the Stony Brook H.E.P. regional team. This "affiliation" could take the form of serving as a clearinghouse providing information on

the work of the other AHA H.E.P. teams throughout the nation; facilitating the sharing of curricula materials; co-sponsoring in-service courses, workshops, institutes, conferences, etc.

This report therefore closes not with a "summary" or "conclusion," but rather with an "invitation" to participate in generating the dialogue and interaction by contacting the Stony Brook History Education Project, writing to Dr. Hugh Cleland, Director, or Dr. Eli Seifman, Associate Director, State University of New York, Stony Brook, New York, 11790, or calling (516) 246-3440. We sincerely look forward to hearing from you.

FOOTNOTES

[1] The members of the AHA Advisory Committee on the History Education Project are: Thomas J. Pressly, University of Washington, chairman; Robert R. Palmer, Princeton [now Yale] University; Charles G. Sellers, University of California, Berkeley; Leo F. Solt, Indiana University; William R. Taylor, State University of New York at Stony Brook; Theodore Von Laue, Washington [now Clark] University; Phillip M. Woodruff, Westport Public Schools; John A. Guthrie, University of Pittsburgh. AHA Newsletter, February, 1970, p.23.

[2] AHA Newsletter, April, 1969, pp.1-2.

[3] Dr. Eugene Asher, Director, History Education Project, "Proposal Summary for EPDA Abstract, Project Title: American Historical Association History Education Project."

[4] Progress notes of the AHA History Education Project appear in the AHA Newsletter, a bi-monthly publication of the American Historical Association. For past progress reports, notes, addresses of the various teams, etc., the reader is directed to the following issues of the AHA Newsletter: April, 1969 (pp.1-3); October, 1969 (pp.19-20); December, 1969 (pp.11-14); April, 1970 (pp.1-2); February, 1970 (p.23). Inquiries about the national H.E.P. should be sent to Phillip L. Mow, Associate Director, History Education Project, Indiana University, 1127 Atwater Ave., Bloomington, Indiana 47401.

[5] For a more complete description of the new introductory history course for college freshmen, see William R. Taylor, "A Laboratory Course in American History," Journal of Higher Education, December, 1968, pp.497-505.

[6] Although the two terms (i.e. "discovery" and "inquiry") are commonly used interchangably, the author's position is that there are very important distinctions between the two instructional strategies. A detailed discussion of this point will appear in a chapter entitled "Inductive and Deductive Teaching Styles" by Eli Seifman, in the forthcoming Teacher's Handbook, Dwight Allen and Eli Seifman eds., (Chicago: Scott, Foresman and C., in press).

[7] The session was introduced by first having the California students and the members of the various H.E.P. regional teams view the film, "Black and White, Uptight!"

[8] See "The American Revolution," Harvard Social Studies Project, Public Issues Series (Middletown, Conn.,: American Education Publications, 1967); and NAPOLI, Project SIMILE (La Jolla, California: Western Behavioral Sciences Institute, 1966).

[9] As a first step toward the compilation of such a "profile," the Long Island Council for the Social Studies and the Stony Brook H.E.P. are currently conducting a survey of all school districts in Nassau and Suffolk counties to determine which (if any) of the twenty-six social studies curriculum projects reviewed in the April, 1970 issue of Social Education are being used, and at what grade levels, in the Long Island school districts. Upon its completion, results of this "utilization survey" will be made available by the Long Island Council and the Stony Brook H.E.P.